

Identification Label

Teacher Name:

Class Name:

Teacher ID:

Teacher Link #:

Teacher *Questionnaire*

Main Survey 2001

PIRLS

IEA

Progress in
International Reading
Literacy Study

<PIRLS National Research Center Name>

<Address>

Teacher Questionnaire

Your school has agreed to participate in the IEA Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating children's reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to teachers of <fourth-grade> students, who are asked to supply information about their academic and professional backgrounds, classroom resources, and the instructional materials and activities used to teach reading and promote the development of students' reading skills and strategies. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe reading education in <country>.

Some of the questions in this questionnaire refer to "this class." This is the class which is identified on the front of this booklet, and which will be tested as part of PIRLS in your school.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that it will require approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and your contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank You.

PIRLS

Students in this Class

1

a. How many students are in this class?

_____ students
Write in a number.

b. How many of the students in #1a are in <fourth grade>?

_____ <fourth-grade> students
Write in a number.

4

a. How many students need <remedial> instruction in reading?

_____ <fourth-grade> students in this class
Write in a number.

b. How many of the students in #4a receive <remedial> instruction in reading?

_____ students
Write in a number.

Questions 2-5 ask about the <fourth-grade> students in this class.

2

According to your experience, how would you describe the reading level of the <fourth-grade> students in this class?

*Check **one** circle only.*

Most are above average --- ☐

Most are average --- ☐

Most are below average --- ☐

Reading level varies greatly --- ☐

3

How many students experience difficulties understanding spoken <language of test>?

_____ <fourth-grade> students in this class
Write in a number.

5

How many students receive <enrichment> reading instruction because they are advanced readers?

_____ <fourth-grade> students in this class
Write in a number.

Questions 6-7 ask about <language of test> language instruction for the <fourth-grade> students in this class.

6

Which of these best describes how you teach <language of test> to the <fourth-grade> students in this class?

This refers to language instruction or activities to foster reading, writing, speaking, literature, and other language skills.

Check **one** circle only.

I usually do language activities or instruction as part of instruction in different curriculum areas. ----- ☐

I usually do language activities or instruction as a separate subject. ----- ☐

I do both of the above about equally. ----- ☐

7

a. In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

_____ hours and _____ minutes per week
Write in the hours and minutes.

b. How often do you assign <language of test> language activities for homework?

Check **one** circle only.

I do not assign homework --- ☐ 
(Go to #8)

Less than once a week --- ☐

1 or 2 times a week --- ☐

3 or 4 times a week --- ☐

Every day --- ☐

c. In general, how much time do you expect students to spend on <language of test> language homework each time you assign it?

Check **one** circle only.

Half-hour or less --- ☐

Between a half-hour
and 1 hour --- ☐

1 hour or more --- ☐

Questions 8-21 ask about reading instruction for the <fourth-grade> students in this class.

8

Which of these best describes how you teach reading to the <fourth-grade> students in this class?

Check **one** circle only.

I usually do reading activities or instruction as part of instruction in different curriculum areas. ----- ☐

I usually do reading activities or instruction as a separate subject. ----- ☐

I do both of the above about equally. ----- ☐

9

a. Regardless of whether or not you have formally-scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?

Include things you do across curriculum areas and during formally-scheduled time for reading instruction.

_____ hours and _____ minutes per week
Write in the hours and minutes.

b. Is any of the time in #9a explicitly for formal reading instruction designed to develop or enhance reading comprehension skills?

Check **one** circle only.

Yes --- ☐

No --- ☐ (If No, go to #10)

If Yes...

c. How much time is explicitly for formal reading instruction?

_____ hours and _____ minutes per week
Write in the hours and minutes.

10

How often do you have reading instruction and/or do reading activities with the students?

Check **one** circle only.

Every day --- ☐

Three or four days a week --- ☐

Fewer than three days a week --- ☐

11

When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

Check **one** circle for each line.

- | | Always or almost always | Often | Sometimes | Never |
|---|-------------------------|-----------------------|-----------------------|-----------------------|
| a) I teach reading as a whole-class activity ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) I create same-ability groups - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) I create mixed-ability groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) I create groups based on other criteria ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) I use individualized instruction for reading ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12

When you have reading instruction and/or do reading activities with the students, how often do you use the following resources?

Check **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Textbooks or a reading series -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Workbooks or worksheets ---	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Children's newspapers and/or magazines -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Computer software for reading instruction (e.g., CD-ROM) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading material on the Internet (Web pages) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) A variety of children's books (e.g., novels, collections of stories, non-fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Materials from other subjects -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

Check **one** circle for each line.

	Everyday or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Fables and fairy tales -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Other stories (fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Longer books with chapters (fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Poems -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Plays -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Descriptions and explanations about things, people, or events (non-fiction) -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Instructions or manuals about how things work -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Charts, diagrams, graphs ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14

Which of these best describes how you use reading instructional materials for students at different reading levels?

Check **one** circle only.

- I use the same materials with all students because all students are at the same reading level ----- ☐
- I use the same materials with students at different reading levels, but have the students work at different speeds ----- ☐
- I use the same materials with all students regardless of reading level and have students work at the same speed ----- ☐
- I use different materials with students at different reading levels ----- ☐

15

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.

- Every day or almost every day
Once or twice a week
Once or twice a month
Never or almost never
- a) Read aloud to the class ----- ☐ ☐ ☐ ☐
- b) Ask students to read aloud to the whole class ----- ☐ ☐ ☐ ☐
- c) Ask students to read aloud in small groups or pairs ----- ☐ ☐ ☐ ☐
- d) Ask students to read silently on their own ----- ☐ ☐ ☐ ☐
- e) Ask students to read along silently while other students read aloud ----- ☐ ☐ ☐ ☐
- f) Give students time to read books of their own choosing ----- ☐ ☐ ☐ ☐
- g) Teach or model for students different reading strategies (for example, skimming/scanning, self-monitoring) --- ☐ ☐ ☐ ☐
- h) Teach students strategies for decoding sounds and words ----- ☐ ☐ ☐ ☐
- i) Teach students new vocabulary systematically ---- ☐ ☐ ☐ ☐
- j) Help students understand new vocabulary in texts they are reading ----- ☐ ☐ ☐ ☐

16

After students have read something, how often do you ask them to do the following?

Check **one** circle for each line.

Every day or almost every day
Once or twice a week
Once or twice a month
Never or almost never

- a) Answer reading comprehension questions in a workbook or on a worksheet about what they have read ----- ☐ ☐ ☐ ☐
- b) Write something about or in response to what they have read ----- ☐ ☐ ☐ ☐
- c) Answer oral questions about or orally summarize what they have read ----- ☐ ☐ ☐ ☐
- d) Talk with each other about what they have read ----- ☐ ☐ ☐ ☐
- e) Draw pictures or do an art project about what they have read ----- ☐ ☐ ☐ ☐
- f) Do a play or dramatization about what they have read -- ☐ ☐ ☐ ☐
- g) Do a group project about what they have read ----- ☐ ☐ ☐ ☐
- h) Take a written quiz or test about what they have read -- ☐ ☐ ☐ ☐

17

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

Every day or almost every day
Once or twice a week
Once or twice a month
Never or almost never

- a) Identify the main ideas of what they have read ----- ☐ ☐ ☐ ☐
- b) Explain or support their understanding of what they have read ----- ☐ ☐ ☐ ☐
- c) Compare what they have read with experiences they have had ----- ☐ ☐ ☐ ☐
- d) Compare what they have read with other things they have read ----- ☐ ☐ ☐ ☐
- e) Make predictions about what will happen next in the text they are reading ----- ☐ ☐ ☐ ☐
- f) Make generalizations and draw inferences based on what they have read ----- ☐ ☐ ☐ ☐
- g) Describe the style or structure of the text they have read ----- ☐ ☐ ☐ ☐
- h) Other ----- ☐ ☐ ☐ ☐

18

How often do you do the following as part of reading instruction?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Have students watch film versions of children's books or stories ----- ☐ ☐ ☐ ☐
- b) Have students watch movies, videos, or television to obtain information ----- ☐ ☐ ☐ ☐
- c) Have students compare material presented in different media ----- ☐ ☐ ☐ ☐

19

Are computers available for use by your class?

Yes --- ☐

No --- ☐

(If No, go to #20)

If Yes,

a. Where are computers available for use by your class?

Check **one** circle for each line.

Yes

No

- a) One or more computers available in the classroom ----- ☐ ☐
- b) Available elsewhere in the school ----- ☐ ☐

b. Do any of the computers have access to the Internet (e-mail or World Wide Web)?

Check **one** circle only.

Yes --- ☐

No --- ☐

c. How often do you have students do the following computer activities?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Use computer technology to find information (e.g., Internet, CD-ROM) ----- ☐ ☐ ☐ ☐
- b) Read stories or other texts on the computer ----- ☐ ☐ ☐ ☐
- c) Use instructional software to develop reading skills and strategies ----- ☐ ☐ ☐ ☐
- d) Use the computer to write stories or other texts -- ☐ ☐ ☐ ☐
- e) Use the computer to communicate with or do projects with students in other schools or countries ----- ☐ ☐ ☐ ☐

20

Do you have a library or reading corner in your classroom?

Check **one** circle only.

Yes --- ☐

No --- ☐

(If No, go to #21)

If Yes,

a. About how many books and magazines with different titles are in your classroom library?

_____ different titles of books
Write in a number.

_____ different titles of magazines
Write in a number.

b. How often do you give the students in your class time to use the classroom library or reading corner?

Check **one** circle only.

Every day or almost every day -- ☐

Once or twice a week --- ☐

Once or twice a month --- ☐

Never or almost never --- ☐

c. Can the students borrow books from the classroom library or reading corner to take home?

Check **one** circle only.

Yes --- ☐

No --- ☐

21

How often do you take or send the students to the school library?

Check **one** circle only.

This school does not
have a library --- ☐

Every day or almost every day -- ☐

Once or twice a week --- ☐

Once or twice a month --- ☐

Never or almost never --- ☐

Homework

Questions 22-23 ask about homework for the <fourth-grade> students in this class.

22

How often do you assign reading as part of homework (for any subject)?

Check **one** circle only.

- I do not assign reading for homework --- ☐ (Go to #24)
- Less than once a week --- ☐
- 1 or 2 times a week --- ☐
- 3 or 4 times a week --- ☐
- Every day --- ☐

23

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

Check **one** circle only.

- 30 minutes or less --- ☐
- 31-60 minutes --- ☐
- more than 60 minutes --- ☐

Reading Difficulties

Questions 24-25 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

24

Are the following resources available to you to deal with students who have difficulty with reading?

Check **one** circle for each line.

- Always Sometimes Never
- a) A <reading specialist> is available to work in my classroom with those students ----- ☐ ☐ ☐
- b) A <reading specialist> is available to work in a <remedial reading classroom> with those students ----- ☐ ☐ ☐
- c) A teacher-aide or other adult is available to work in my classroom with those students ----- ☐ ☐ ☐
- d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students ----- ☐ ☐ ☐

25

What do you usually do if a student begins to fall behind in reading?

Check **one** circle for each line.

- Yes No
- a) I wait to see if performance improves with maturation ----- ☒ ☐
- b) I spend more time working on reading individually with that student ----- ☐ ☒
- c) I have other students work on reading with the student having difficulty ----- ☐ ☒
- d) I have the student work in the regular classroom with a teacher-aide ----- ☐ ☒
- e) I have the student work in the regular classroom with a <reading specialist> ----- ☐ ☒
- f) I have the student work in a remedial reading classroom with a <reading specialist> ----- ☐ ☒
- g) Other ----- ☐ ☒

Questions 26-28 ask about assessment for the <fourth-grade> students in this class.

26

How much emphasis do you place on the following sources to monitor students' progress in reading?

Check **one** circle for each line.

- Major emphasis Some emphasis Little or no emphasis
- a) Diagnostic tests ----- ☐ ☒ ☐
- b) Classroom tests (for example, teacher-made or textbook tests) ----- ☐ ☒ ☐
- c) National or regional examinations ----- ☐ ☒ ☐
- d) Standardized tests (commercial tests) ----- ☐ ☒ ☐
- e) Your professional opinion --- ☐ ☒ ☐

27

How often do you use each of the following to assess students' performance in reading?

Check **one** circle for each line.

- At least once a week
Once or twice a month
Once or twice a year
Never
- a) Multiple-choice questions on material read ----- ☐ ☐ ☐ ☐
- b) Short-answer written questions on material read -- ☐ ☐ ☐ ☐
- c) Paragraph-length written responses about what students have read ----- ☐ ☐ ☐ ☐
- d) Listening to students read aloud ----- ☐ ☐ ☐ ☐
- e) Determining oral reading accuracy ----- ☐ ☐ ☐ ☐
- f) Oral questioning of students ☐ ☐ ☐ ☐
- g) Students give an oral summary/report of what they have read ----- ☐ ☐ ☐ ☐
- h) Meeting with students to discuss what they have been reading and work they have done ----- ☐ ☐ ☐ ☐

28

How much are portfolios (collection of samples of students' work, a reading log, etc.) a part of your assessment of students' progress in reading?

Check **one** circle only.

- Major source --- ☐
- Supplementary source --- ☐
- Do not use at all --- ☐

29

Indicate the extent to which you agree or disagree with the following statements about professional development opportunities at your school.

Check **one** circle for each line.

- Strongly agree
Agree
Disagree
Strongly disagree
- a) This school offers me adequate time for professional development --- ☐ ☐ ☐ ☐
- b) This school offers me an active professional development program for teaching reading ----- ☐ ☐ ☐ ☐
- c) This school offers incentives for me to improve my classroom management and instructional techniques ☐ ☐ ☐ ☐

30

About how often do you have meetings with other teachers to discuss and plan reading curriculum or teaching approaches?

Check **one** circle only.

- Every day --- ☐
- Two or three times a week --- ☐
- Once a week --- ☐
- Once a month --- ☐
- Every other month --- ☐
- Once or twice a year --- ☐
- Never --- ☐

31

For the typical <fourth-grade> student in this class, how often do you do these things?

Check **one** circle for each line.

At least once a week
Once or twice a month
4-6 times a year
1-3 times a year
Never

a) Meet or talk with the child's parents to discuss his/her progress in <language of test> ----- ☐ ☐ ☐ ☐ ☐

b) Send examples of the child's classroom work in <language of test> home to his/her parents ----- ☐ ☐ ☐ ☐ ☐

32

About how many <fourth-grade> students in this class do you expect will grow up to be good readers?

Check **one** circle only.

All or almost all --- ☐

More than half --- ☐

About half --- ☐

Less than half --- ☐

None or very few --- ☐

33

By the end of this school year, how many years will you have been teaching altogether?

Please **round** to the nearest whole number.

34

By the end of this school year, how many years in total will you have been teaching <fourth grade>?

Please **round** to the nearest whole number.

35

How old are you?

Check **one** circle only.

Under 25 --- ☐

25-29 --- ☐

30-39 --- ☐

40-49 --- ☐

50-59 --- ☐

60 or more --- ☐

36

Are you female or male?

Female --- ☐Male --- ☐

37

What is the highest level of formal education you have completed?

Check **one** circle only.Did not complete <ISCED
Level 3> --- ☐<ISCED Level 3> --- ☐<ISCED Level 4> --- ☐<ISCED Level 5> or higher --- ☐

39

As part of your formal education and/or training, to what extent did you study the following areas?

Check **one** circle for each line.

	Not at all	Overview or introduction to topic	It was an area of emphasis
a) <Language of test> language -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Literature -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Pedagogy/teaching reading -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Psychology -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Remedial reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Reading theory -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Children's language development -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Special education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Other -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38

Do you have a <teaching certificate>?

Check **one** circle only.Yes --- ☐No --- ☐

40

In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Check **one** circle only.

None --- ☐

Less than 6 hours --- ☐

6-15 hours --- ☐

16-35 hours --- ☐

More than 35 hours --- ☐

41

For your professional development, about how often do you read each of the following?

Check **one** circle for each line.

About once a week or more
 About once a month
 Several times a year
 Never or almost never

a) Books or professional journals related to teaching in general ----- ☐ ☐ ☐ ☐

b) Books or professional journals related to teaching reading ----- ☐ ☐ ☐ ☐

c) Children's books ----- ☐ ☐ ☐ ☐

42

When you are at home, how often do you read for the following reasons?

Check **one** circle for each line.

Every day or almost every day
 Once or twice a week
 Once or twice a month
 Never or almost never

a) For work ----- ☐ ☐ ☐ ☐

b) For enjoyment ----- ☐ ☐ ☐ ☐

c) To get news ----- ☐ ☐ ☐ ☐

d) For my education/school ----- ☐ ☐ ☐ ☐

e) Other reasons ----- ☐ ☐ ☐ ☐

43

Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?

Check **one** circle only.

No, I am the students' teacher for all or most of the school week ----- ☐

Yes, the students have different teachers for different subjects (e.g., math, science, language) ----- ☐

Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing) ----- ☐

Other ----- ☐

Please describe _____

44

About how long did it take you to complete this questionnaire?

_____ minutes

Write in a number.



Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



Notes



Notes



Teacher *Questionnaire*

PIRLS Ref. No. 01-0011



International Association for the Evaluation
of Educational Achievement (IEA)
PIRLS International Study Center
Boston College